



Susan G. Boykin Academy

4951 Rivers Avenue
North Charleston, SC

Grades	K-6 Elementary School	
Enrollment	183 Students	
Principal	Dee Miller	843-744-8882
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	N/A	N/A
2004	N/A	N/A

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

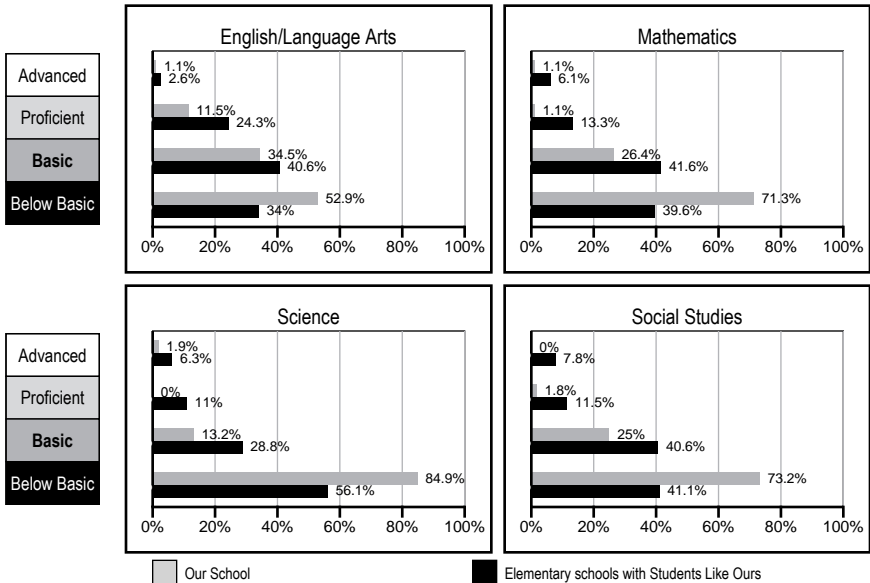
95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	44	61

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=183)				
First graders who attended full-day kindergarten	94.4%	Down from 100.0%	100.0%	100.0%
Retention rate	14.0%	Down from 15.3%	3.1%	2.3%
Attendance rate	93.1%	Up from 92.8%	96.0%	96.3%
Eligible for gifted and talented	0.0%	No Change	2.8%	10.4%
With disabilities other than speech	7.7%	Down from 9.0%	7.8%	7.5%
Older than usual for grade	8.4%	Up from 4.3%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.7%	Up from 1.0%	0.0%	0.0%
Teachers (n=15)				
Teachers with advanced degrees	50.0%	Up from 20.0%	53.7%	56.7%
Continuing contract teachers	0.0%	N/A	68.9%	77.3%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	82.6%	86.4%
Teacher attendance rate	92.3%	Down from 100.0%	95.0%	94.9%
Average teacher salary	N/A	N/A	\$43,838	\$45,345
Professional development days/teacher	3.8 days	Down from 10.3 days	13.9 days	12.6 days
School				
Principal's years at school	3.5	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Down from 18.7 to 1	16.5 to 1	18.5 to 1
Prime instructional time	88.0%	Down from 92.8%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	89.1%	Down from 100.0%	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$9,728	Down 10.1%	\$8,206	\$7,052
Percent of expenditures for instruction*	42.0%	Down from 44.0%	68.5%	69.1%
Percent of expenditures for teacher salaries*	36.2%	Down from 39.4%	60.7%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Susan G. Boykin Academy was established as a non-profit entity on October 1, 2003. The purpose of Susan G. Boykin Academy's incorporation was to gain approval from the State Department of Education as an elementary charter school that would serve "at risk" students in grades K through sixth.

Susan G. Boykin Academy gained approval from the State Department of Education on June 14, 2004, and the school opened its doors to students for the first time on August 29, 2005. During the 2005-2006 school year, Boykin Academy maintained an average daily membership of approximately 162 students. In its first year of operation, the school served students in grades K-fifth and had a maximum capacity of 180 students. During the 2006-2007 school year, SGBA added 6th grade and increased its capacity to 210 students. It was later determined that fewer students were more manageable, and Boykin maintains an average daily membership of 178 students.

Students residing in almost every constituent district attend Boykin Academy, and a few students from Berkeley and Dorchester counties are enrolled as well. Upon enrollment, many of Boykin Academy's intermediate students (grades 3rd-5th) are performing below grade level. In 2007-2008, PACT scores indicated that approximately 55% of intermediate students had scored Below Basic in ELA or Math on the previous school year's end-of-year state standardized test. In-house Brigance assessments indicate that throughout the school year, students made marked progress in the areas of ELA and Math; however, while significant academic gains were made, end of year 3rd-6th grade PACT results are not anticipated to show that those same students are working above-basic in ELA and Math.

Many of Boykin Academy's students are from single-parent, low-income homes, and social concerns have prevented those students from performing to the best of their ability in the traditional classroom setting. To further provide students with more individualized attention and academic instruction, students are ability-grouped and are instructed in small groups of 8 or 9 students for core subject areas like Reading, Language Arts, and Math during selected periods of each school day.

Dee Miller, Founding Executive Director
Sharan Dantzler, Governing Board Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	8	0	0
Percent satisfied with learning environment	62.5%	N/R	N/R
Percent satisfied with social and physical environment	62.5%	N/R	N/R
Percent satisfied with school-home relations	75.0%	N/R	N/R

* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Continuing School Improvement

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	40.8%	0.0%	No
Student attendance rate	93.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	90	97.8	52.3	34.9	11.6	1.2	19.8	53.5	48.2	No	Yes
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Gender

Male	51	96.1	59.6	34	6.4	0	12.8	47.3	41.7	N/A	N/A
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Female	39	100	43.6	35.9	17.9	2.6	28.2	59.9	55	N/A	N/A
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Racial/Ethnic Group

White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	60	I/S	I/S
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African American	87	97.7	54.2	34.9	10.8	0	16.9	32.1	31.7	No	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	41.9	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
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Disability Status

Disabled	13	100	66.7	33.3	0	0	8.3	20.4	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	83	97.6	51.9	35.4	11.4	1.3	20.3	33	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	90	97.8	70.9	26.7	1.2	1.2	11.6	49.7	45.8	No	Yes
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Gender

Male	51	96.1	74.5	21.3	2.1	2.1	10.6	49.5	45.6	N/A	N/A
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Female	39	100	66.7	33.3	0	0	12.8	49.9	45.9	N/A	N/A
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Racial/Ethnic Group

White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.6	59	I/S	I/S
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African American	87	97.7	73.5	24.1	1.2	1.2	9.6	26.2	26.9	No	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	40.3	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
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Disability Status

Disabled	13	100	83.3	16.7	0	0	0	20.2	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.1	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	83	97.6	69.6	27.8	1.3	1.3	12.7	28.3	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	54	100	84.9	13.2	0	1.9	1.9	39.2	35.7	93.1	96
Gender											
Male	30	100	86.2	10.3	0	3.4	3.4	40.8	37.4	92.7	95.8
Female	24	100	83.3	16.7	0	0	0	37.6	33.8	93.7	96.1
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.4	49.2	93	96.1
African American	53	100	86.5	11.5	0	1.9	1.9	15.3	17	93	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	N/A	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	26	24.9	96.8	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	N/A	95.7
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	16.6	14	94.2	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	26.5	24.4	N/A	96.3
Socio-Economic Status											
Subsided meals	49	100	85.4	12.5	0	2.1	2.1	17.1	21.1	93	95.5

Social Studies

All Students	58	100	73.2	25	1.8	0	1.8	40.2	34	93.1	96
Gender											
Male	34	100	75	21.9	3.1	0	3.1	42	36.6	92.7	95.8
Female	24	100	70.8	29.2	0	0	0	38.3	31.3	93.7	96.1
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.3	44.5	93	96.1
African American	56	100	74.1	24.1	1.9	0	1.9	19.1	19.1	93	95.8
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	N/A	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	29.3	27.5	96.8	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	N/A	95.7
Disability Status											
Disabled	12	100	54.5	36.4	9.1	0	9.1	18.2	14.4	94.2	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.3	N/A	96.3
Socio-Economic Status											
Subsided meals	55	100	75.5	22.6	1.9	0	1.9	20.1	21	93	95.5

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	17	100	52.9	29.4	17.6	0	17.6
	4	22	100	59.1	40.9	0	0	0
	5	25	100	72.7	27.3	0	0	0
	6	23	100	66.7	23.8	9.5	0	9.5
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	26	92.3	16.7	50	33.3	0	33.3
	4	23	100	68.2	27.3	4.5	0	4.5
	5	19	100	61.1	38.9	0	0	0
	6	22	100	68.2	22.7	4.5	4.5	9.1
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	17	100	76.5	17.6	0	5.9	5.9
	4	22	100	50	40.9	9.1	0	9.1
	5	25	100	72.7	22.7	4.5	0	4.5
	6	23	100	90.5	9.5	0	0	0
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	26	92.3	45.8	45.8	4.2	4.2	8.3
	4	23	100	90.9	9.1	0	0	0
	5	19	100	55.6	44.4	0	0	0
	6	22	100	90.9	9.1	0	0	0
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	22	100	90.9	9.1	0	0	0
	5	13	100	100	0	0	0	0
	6	11	100	88.9	11.1	0	0	0
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	11	100	63.6	27.3	0	9.1	9.1
	4	23	100	95.5	4.5	0	0	0
	5	9	I/S	I/S	I/S	I/S	I/S	I/S
	6	11	100	90.9	9.1	0	0	0
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	22	100	81.8	18.2	0	0	0
	5	12	91.7	80	10	10	0	10
	6	12	100	50	50	0	0	0
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	14	100	57.1	35.7	7.1	0	7.1
	4	23	100	72.7	27.3	0	0	0
	5	10	I/S	I/S	I/S	I/S	I/S	I/S
	6	11	100	81.8	18.2	0	0	0
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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